DOCUMENT RESUME

ED 461 232 EC 306 920

TITLE	Assisting Our Nation's Preschool Children with Disabilities and Their Families: A Briefing Paper on Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA), 1986-1995.
INSTITUTION	National Early Childhood Technical Assistance System, Chapel Hill, NC.
PUB DATE	1995-08-01
NOTE	28p.; "A report prepared by the Ad Hoc 619 Work Group to the Federal Interagency Coordinating Council." This report, no longer available from NEC*TAS, contains the 1997 revision of Appendices 2 and 3.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Agency Cooperation; Community Programs; Community Services; Cooperative Planning; Coordination; Cost Effectiveness; *Disabilities; *Early Intervention; *Educational Legislation; *Federal Legislation; Grants; Personal Narratives; *Preschool Children; Preschool Education; Program Development; Program Implementation; Program Proposals; Services; *State Federal Aid
IDENTIFIERS	*Individuals with Disabilities Education Act Part B

ABSTRACT

This briefing paper provides background information and reports on the achievements and future challenges of the Preschool Grants Program of the Individuals with Disabilities Education Act (IDEA). Section 619 authorizes grants to states to provide special education and related services to children, ages 3 through 5 years, with disabilities. This legislation creates a collaborative federal, state, and local partnership that provides the framework for the nationwide development and implementation of preschool services. The first section of the paper explains the grants program and the types of services available. The second section discusses four significant accomplishments of the Preschool Grants Programs: (1) more children with disabilities are receiving services; (2) programs are improved by innovations in service delivery; (3) services are more cost effective and comprehensive through increased interagency collaboration; and (4) a greater number of more highly qualified personnel are available to provide services. The last section identifies future challenges, including the need to serve children in community-based settings. Two tables are provided; the first illustrates annual federal appropriations and the number of children served under the Preschool Grants Program from 1986 to 1995, and the second states special education and related services specified under IDEA. Parental narratives on the benefits of the preschool program are included also. (Contains 11 references.) (CR)

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ED 461 232

Assisting Our Nation's Preschool Children With Disabilities and Their Families

A Briefing Paper on Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA), 1986–1995

J. Porter

A report prepared by the
Ad Hoc 619 Work Group
for the Federal Interagency
Coordinating Council
August 1, 1995

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The development and dissemination of this document was facilitated by the National Early Childhood Technical Assistance System (NEC*TAS) pursuant to contract number HS-91-01-1001 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

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Introduction

This briefing paper provides background information and reports on the achievements and future challenges of the Preschool Grants Program (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). Section 619 authorizes grants to states to provide special education and related services to children, ages 3 through 5 years, with disabilities. This legislation creates a collaborative federal, state, and local partnership that provides the framework for the nationwide development and implementation of preschool services.

This paper addresses three questions:

1. What Is the Preschool Grants Program?
2. What Have States Achieved Under the Preschool Grants Program?
3. What Are the Future Challenges for the Preschool Grants Program?

Information was gleaned from various sources to address these questions. This includes information from various documents, such as the *Section 619 Profile* (Heekin & Ward-Newton, 1995), and from information submitted by states in the spring of 1995. Using these materials, a voluntary Ad Hoc 619 Work Group (see Appendix 1) drafted this report and staff members from the National Early Childhood Technical Assistance System (NEC*TAS) facilitated its final development and dissemination.

We hope that this briefing paper will be informative to members of the Federal Interagency Coordinating Council (FICC) and to other individuals interested in federal, state, and community program development and services for young children with disabilities and their families. For more information about the Preschool Grants Program, readers should contact the 619 Program Coordinator of the Early Childhood Branch of the Office of Special Education Programs (OSEP) in the U.S. Department of Education (see Appendix 2); their state's or jurisdiction's Preschool Special Education Coordinator (see Appendix 3); or NEC*TAS.

Letter No. 1
The Benefits of Special Education for a Family from Washington

(A mother's letter to the Washington Section 619 Program Coordinator)

Recently, I watched my 10-year-old son come in third in his Cub Scout Pinewood Derby, play on his school baseball team, and sing in the third grade music concert. Every day, I walk with him and my daughter to the bus stop where, together, they board the bus for our neighborhood school. Every afternoon they arrive back full of news and stories. Not unusual occurrences — except that my son has Down syndrome, is considered moderately mentally retarded, has significant speech, fine motor, and gross motor delays, and often displays challenging behaviors.

None of his current achievements or opportunities would have been possible without the wonderful foundation that was laid for both him and our whole family in preschool. That environment not only equipped him well to move on, but also taught us as a family how to focus on his strengths, how to connect with him as a unique and worthy individual, and how to work effectively with the school system to ensure the best opportunities for him.

His preschool was an innovative setting that allowed him to interact not only with other children with disabilities, but with typically developing children as well — one of whom was his sister. We couldn't have asked for more. Those years of growth and support gave us the courage to move out into the regular community where attitudes aren't yet always so supportive. They gave us the faith to tackle ignorance and prejudice and help transform them into more caring, understanding, and empathetic attitudes.

I quite simply could never have done what was required as his Mom without the fantastic support of his preschool. Today we are challenging a long history of prejudice and low expectations for people with disabilities. Without careful planning, nurturing, education and support, the old attitudes will prevail by default. The safeguards of IDEA are making new kinds of lives possible for individuals like my son and all the other people he interacts with in his school and community. The preschool years lay the foundation and nurture the strengths and attitudes required to transform possibilities into realities.

As I watch him with his friends, I can see that more is possible than I certainly ever dreamed of, and I thank his good fortune for every bit of the fantastic help he has received along the way! I can only hope that future families will be so fortunate.

What Is the Preschool Grants Program?

These programs are vital to ensuring that young children with disabilities, and their families, receive the services they need so that they can enter the first grade ready to learn. . . . Such services will provide a strong base for ensuring that children with disabilities grow up to be independent, productive, and happy adults. This is legislation that works.

Rep. Cass Ballenger (R, NC)
102d Congress, 1991, p. H6407

Early childhood experts agree that young children with disabilities need developmentally appropriate services and adequate health care and nutrition to be prepared for school. Research over 50 years provides evidence that intervening during the preschool years increases developmental and educational gains for young children with disabilities (Smith & Strain, 1988). To meet the needs of these children, the U.S. Congress enacted unique legislation to expand the quantity and quality of preschool services. The enactment of P.L. 99-457, The Education of the Handicapped Act (EHA) Amendments of 1986, under which the Preschool Grants Program was established, was a critical step in encouraging states to ensure services to all preschoolers with disabilities. Section 619 of Part B of EHA (renamed the Individuals with Disabilities Education Act (IDEA) in 1990 under P.L. 101-476) significantly enhanced prior incentives so that all states would be encouraged to provide an entitlement to a free appropriate public education (FAPE) to all 3 - through 5-year-old children with disabilities by school year 1991-92. Today, every state and jurisdiction assures FAPE for all preschoolers with disabilities (see Appendix 4 for a history of the assurance of FAPE).

The Committee therefore concludes that an overwhelming case exists for expanding and improving the provision of early intervention and preschool programs. The Committee's conclusions comport with the [Education] Department's findings in its Seventh Annual Report to the Congress: "Studies of the effectiveness of preschool education for the handicapped have demonstrated beyond doubt the economic and educational benefits of programs for young handicapped children."

House Report No. 99-860, 1986, p. 5

Under Section 619, the U.S. Department of Education awards formula grants to state educational agencies (SEAs) to supplement the implementation of preschool special education programs through local educational agencies. Table 1 lists Congressional appropriations beginning with the first year of this program through the current fiscal year. Grants to states are determined by the number of 3-through 5-year old children receiving special education services. The number of children being served under the Preschool Grants Program has grown from 261,000 in 1986 to 528,000 in 1995 (see Table 1).

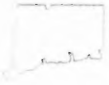
SEAs may allocate the grant award in three ways. First, a minimum of 75% of a state's grant award must go to local school districts for the provision of direct services to preschoolers, thereby supplementing state and local funds to ensure that all eligible preschool-age children receive FAPE. Second, SEAs may use up to 20% of the grant award for discretionary activities to benefit 3- through 5-year-old children with disabilities. SEAs use these discretionary dollars to fund a variety of activities including technical assistance and personnel training, state and local interagency coordinating councils, family support activities, planning

Table 1
Selected Information About the Preschool Grants Program (Section 619 of Part B) of IDEA

Fiscal Year	Appropriations (million $)	Children Served	$ Allocated per Child
1986	28	261,000	110
1987	180	265,000	679
1988	201	288,000	697
1989	247	323,000	769
1990	251	352,000	713
1991	292	367,000	797
1992	320	398,000	804
1993	326	441,000	738
1994	339	479,000	708
1995	360	528,000	683

Note: Adapted from *Progress in Providing Services to Young Children With Special Needs* and Their Families (p. 16) by P. L. Trohanis, 1995.

and coordinating services, special demonstration programs, and public awareness initiatives. And third, up to 5% of these funds may be reserved for administrative purposes. The flexibility inherent in this three-way allocation of funds allows each state to design and support a service system that addresses its unique needs and priorities.



Connecticut uses some of its discretionary funds to support the expansion and improvement of services to children from minority families. The SEA funds efforts in three cities with unserved and underserved minority populations to increase child find activities and to ensure access to developmentally appropriate preschool programs.

Services Provided Under the Preschool Grants Program

The U.S. General Accounting Office (1994) identified the Preschool Grants Program as the only federal program exclusively serving preschool-age children with disabilities. The program encourages states to develop programs that allow for variations in child programming and that include family services (see Table 2 for a list of the array of services that can be provided under Section 619). To participate in the Preschool Grants Program, states must implement all requirements of a state Part B plan for special education and related services.

Table 2
Special Education and Related Services Specified Under IDEA

Services provided under Part B of IDEA may include, but are not limited to the following:

- Assistive Technology Devices and Services
- Audiology
- Counseling Services
- Early Identification and Assessment
- Medical Services for Diagnosis or Evaluation
- Occupational Therapy
- Parent Counseling and Training
- Physical Therapy
- Psychological Services
- Recreation
- Rehabilitation Counseling Services
- School Health Services
- Social Work Services in Schools
- Special Education
- Speech Pathology
- Transportation

(See 34 CFR §§300.5, 300.6, 300.16, and 300.17.)

including due process, nondiscriminatory testing and evaluation, and placement in the least restrictive environment.

A preschool special education program is designed individually for each child based on his or her individual needs, and in accordance with procedural safeguards available to ensure the parent's rights in the process. Parents and service providers collaboratively develop goals for a child's program of services and determine which special education and related services are necessary to reach these goals. Parents and service providers meet to develop an Individualized Education Program (IEP) or an Individualized Family Services Plan (IFSP) which specifies the special education services to be provided as well as the setting(s) in which these services will be provided. Related services are provided when they are determined necessary to assist a child to benefit from special education. The specified services must be provided to the child in a setting with nondisabled peers to the maximum extent possible.

To assist states in meeting the program goals established under IDEA, ongoing assistance is available to state Section 619 programs from OSEP staff and from NEC*TAS. NEC*TAS, a consortium project based at the University of North Carolina at Chapel Hill, provides consultation, information, and inservice education to help state program leaders, service providers, and parents plan and develop a comprehensive system of early childhood special education services. To improve their preschool services, states also draw upon the program innovations and research findings of projects funded under the Early Education Program for Children with Disabilities (EEPCD) and other special projects funded by OSEP.

Letter No. 2

The Benefits of Special Education for a Family from Pennsylvania

(A mother's letter to the Pennsylvania Section 619 Program Coordinator)

My son, Michael, is 4 years old and his diagnosis is developmental delays with infantile autism. What does this mean? Truthfully, I am still figuring it out.

In October 1993, Michael was a healthy, happy 3-year-old. The challenge was that he did not speak and had what I refer to as his "Michaelisms." He was obsessed with anything that spins (i.e., ceiling fans, wheels on toys, and himself). There was no way to deter him in his unusual behaviors. He had little or no interest in people or in playing appropriately with his toys. He was extremely sensitive to touch and did not make eye contact with anyone.

Today he is a healthy, happy 4 year old. He speaks and is learning to play appropriately with other people and with his toys. He knows his letters, numbers, and colors. He will look you straight in the eye and ask for what he wants. . . . It is as if someone turned a key and unlocked his potential. The change I find the most meaningful is that he now is less sensitive and gives kisses and hugs!

How did we get from there to here in 16 months? Two words: early intervention. When my son was diagnosed, it was a very frightening time in our lives. Early intervention services provide us with wonderful, caring professionals who not only have taught Michael but me as well. There is no doubt in my mind that my son would not have come this far without early intervention. Sixteen months ago I worried that, when Michael reached adulthood, he may have had to go into an institutionalized setting. Today, I feel the world is open to him and that the possibilities are limitless!

What Have States Achieved Under the Preschool Grants Program?

Since Congress established the Preschool Grants Program, the combined efforts of state legislators, local and state education agencies, parents, and others have resulted in many important achievements. Helping young children with disabilities reach their full potential requires more than legislation, however. The Preschool Grants Program has built and continues to support and improve an infrastructure of quality program options staffed by appropriately trained personnel located in communities throughout the country. To build such a system, states have undertaken a number of activities to improve both the quantity and quality of preschool special education. Many of these activities, initiated or supported through the creative use of state and local funds combined with Section 619 formula grant funds, have contributed to the growth and improvement of preschool special education programs and services.

This section describes four significant accomplishments of the Preschool Grants Program:

- more children with disabilities are receiving services;
- programs are improved by innovations in service delivery;
- services are more cost effective and comprehensive through increased interagency collaboration; and,
- a greater number of more highly qualified personnel are available to provide services.

More Children With Disabilities Are Receiving Services

Arizona responded to the Federal challenge to establish a statewide system of services for preschool children with disabilities in 1990. Since that time, we have seen the number of districts providing services grow by 100% and the numbers of preschool children receiving FAPE double.

State Director of Special Education, Arizona

When the Preschool Grants Program was established in 1986, only 24 states and jurisdictions had mandates to provide special education to all preschoolers with disabilities. Section 619 of Part B of EHA provided for a phase-in period to allow the remaining states to establish mandates; all states had done so by the 1992-93 school year (see Appendix 4). Special education for preschool children with disabilities is now provided in all 50 states, in 7 other jurisdictions, and through the Department of Defense to the children of U.S. military personnel stationed outside of the United States.

The impact of guaranteeing every child, ages 3 through 5 years, with a disability the right to special education has been dramatic and stands as the greatest success of the preschool grants program. In fiscal year 1995, 528,000 preschool-age children with disabilities were receiving special education and related services, more than double the 261,000 children who had been served in 1986. States have continued to identify more eligible children and have expanded the capacity of their service delivery system to meet the needs of these children. The increase in

the number of children receiving services is a strong indication of expanded service capacity in states and communities.

Programs Are Improved by Innovations in Service Delivery

Innovations in preschool special education by states and communities since the passage of P.L. 99-457 can be grouped into the following four key areas.

1. Creating and Maintaining Effective and Respectful Family-Provider Partnerships

The Section 619 Program has had a positive impact on a substantial number of children's lives, by allowing them to enter kindergarten on an equal footing with their nondisabled peers. The Section 619 Program has thus far proven to be a fiscally responsible and cost-effective program, providing benefits to children, families, schools, and communities.

Section 619 Coordinator, Arkansas

Educational programs which promote family-provider partnerships have a positive impact on children's developmental outcomes and on enhanced child and parental self-esteem and satisfaction. Under IDEA, SEAs support parent participation in program planning and development at the preschool level in many ways (Heekin & Ward-Newton, 1995[1]). Some programs have hired parents in staff roles that support other parents. Many states and communities establish parent information and support centers and fund parent-to-parent programs. Training opportunities and meetings are held at times convenient for parents. Some states and communities hold family focus groups to identify and address family needs and issues. Section 619 funds are supporting other initiatives such as:

- **Pennsylvania** preschool special education service guidelines emphasize parent involvement and partnership with service providers. These guidelines are given to all families as they enter a program. Pennsylvania family members are hired to coordinate the annual "By Families, For Families" leadership training opportunity in the Commonwealth.

- **Ohio's** Family Mentor Project funded 10 pilot sites in 1994, where parent mentors are employed to assist and support families of children recently diagnosed with a disability. Created to meet a goal in Ohio's Special Education Action Plan, the Project will fund an additional 20 sites in 1995.

2. Ensuring the Quality of Services

As states have expanded access to special education and related services, they also have continued to improve the quality of their services. States approach this from a variety of different perspectives. For example, 12 states report using the accreditation program of the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) to assist local programs in ensuring quality services, while 9 states have developed or are

[1] Unless otherwise noted all statistics on state preschool programs and practices are from Heekin & Ward-Newton, 1995.

developing their own statewide preschool accreditation or self-study process. Examples of other state initiatives sponsored with Section 619 funds include:

The **Delaware** preschool special education program recently completed a comprehensive evaluation of its program for 3-year-olds with developmental delay. In addition to significant improvement in children's development as a result of program services, 96% of the parents rated the services their children received as excellent or very good. Parents rated the quality of service providers, their participation in the program, and the location of services as positive aspects of the program.

Arizona has developed QuePASA, a comprehensive program evaluation system to promote continued growth and improvement in preschool programs serving young children. QuePASA includes specific planning for self evaluation, staff development opportunities, and program modifications.

3. Providing Services in Community-Based, Inclusive Settings

Young children accept differences easily. . . . When children with disabilities receive the supports they need from a very young age in inclusive classrooms, their potential to develop the physical, psychological, and social skills required to be full participants in their communities is greatly enhanced.

McTaggart & Burke [for the National Council on Disabilities], 1994, p. 9

To ensure that children with disabilities or developmental delays are successful in environments with their typically developing peers, programs must have the accommodations and supports necessary to assist children to succeed and have positive early childhood experiences. According to state preschool coordinators, philosophy statements and policies in 38 states promote the provision of special education and related services to children with disabilities in inclusive settings.

The variety and availability of inclusive settings in a given community are supported by a high degree of collaboration between local educational agencies (LEAs) and other agencies and community programs. These programs, public and private, can include nonprofit organizations, such as the Easter Seal Society, United Cerebral Palsy, and The Arc (formerly the Association for Retarded Citizens); nursery, preschool, Head Start, and child care services; family child care programs; and others.

SEAs assist local programs in many ways to enhance community-based opportunities for preschoolers with disabilities. For example, Section 619 funds have helped to sponsor the following initiatives:

In 1993-94, **Illinois** awarded grants to 20 communities to provide services to children in integrated settings as part of a project called Early CHOICES. Services were provided in inclusive settings, such as Head Start and community preschools. As a result of the program, parents were offered more choices, staff development opportunities were provided locally or at the state level, and strong administrative support was available to accomplish the inclusion goals of the project.

In **Colorado** prior to 1987, nearly all preschool children receiving special education were in separate "handicapped only" classrooms. By 1993, nearly every school district was offering families a choice of placement options, most of which were in inclusive settings alongside typically developing peers.

4. Promoting Seamless Transitions for Preschool Children

Smooth transitions between service programs contribute to a child's success in future years. These transitions include the natural age progressions from the Program for Infants and Toddlers with Disabilities (Part H) to the Preschool Grants Program and then to kindergarten and to school-age services.

The IDEA Amendments of 1991 (P.L. 102-119) promote effective transition planning for children moving from the Part H Program to the Preschool Grants Program. Interagency agreements between the SEA and the state agency that administers the Part H Program ensure a smooth transition for children and families. IDEA provides for flexibility in using Part H and Section 619 funds during the transition to preschool services so that continuous services are provided. For example, to facilitate transitions, 25 states allow or are developing policies to allow Section 619 funds to be used for children before their third birthday, while 23 states allow Part H funds to be used for children past their third birthday. Thirty-two states have developed agreements between the Part H and Part B programs which provide for collaborative transition activities at the local level.

Our son . . . must work within our society to be a productive adult. To do that, he must be there as a preschooler. The power of peer prodding was incredible. He wanted to be part of a group, of his community. This propelled him forward. . .le learned independence, not to be passive. This did not happen when he was in an exclusionary setting.

A Massachusetts parent of a child w. th disabilities

Twenty-two states have interagency agreements that cover the transition of children from preschool to kindergarten and first grade. Twenty-four states report using discretionary preschool funds for projects related to the transition of preschoolers into kindergarten or first grade. Eighteen states use these funds for projects that support the transition of children with disabilities from Head Start programs into the public schools.

States are using Section 619 funds to assist local programs in achieving seamless transitions in a variety of ways. For example:

West Virginia launched Operation TADPOLE in 1993 to facilitate children's transition from infant and toddler programs to preschool. A task force — consisting of representatives from the state education and maternal and child health (the Part H lead agency) departments, Head Start, parent resource centers, child care, Title 1, and the Governor's cabinet on children and families — developed guidelines to assist communities in planning effective transitions and conducted regional training workshops to develop local plans across the state.

The **Missouri** Part H and Section 619 Programs collaboratively employ local facilitators to assist children and families in the transition from Part H to preschool services.

Services Are More Cost Effective and Comprehensive Through Increased Interagency Collaboration

No one agency has the resources, knowledge base, or financial and political strength to meet the needs of all families (Petit, 1990). SEAs undertake a variety of activities to facilitate collaboration among agencies to ensure the cost-effective and efficient delivery of comprehensive services. These efforts lessen the duplication of services and enhance the use of scarce resources for services.

SEAs have developed interagency agreements with their state health, developmental disabilities, human and/or social service, and mental health agencies. They undertake planning activities with a variety of other state initiatives related to young children, and offer joint training activities with other programs. The greatest degree of collaboration in support of preschool services is between SEAs and Head Start agencies, with 43 SEAs reporting agreements that define fiscal responsibility, collaborative activities for child find assessment and referral and training, and agency responsibilities for services to children with disabilities. In 14 states, the state-level Interagency Coordinating Council (ICC) has expanded its focus to include preschool services, and 16 states have local ICCs that support infant and toddler *and* preschool services.

Examples of state interagency collaboration and coordinating activities that are supported by state Preschool Grants Programs are:

The Early Learning Services unit of **Massachusetts'** SEA has implemented initiatives to develop a comprehensive, high-quality, accessible system of programs and services for all young children (birth through age 8) in coordination with other interested groups. Many of these programs reflect a high degree of state-level interagency collaboration to increase family involvement in the education of young children and to facilitate the transition from early intervention to preschool special education programs.

In **South Dakota** a comprehensive agreement among several federal and state agencies and all resident American Indian tribes was developed to assure that children with disabilities receive appropriate services and that resources will be jointly used for the most cost-effective and highest quality of service delivery possible for Head Start children.

Vermont has established a joint initiative, called "Success By Six," between its human services agency and its education department. This effort encourages local communities to pool resources and collaborate to enhance the ability of all families to prepare their children to enter school ready to learn. Local communities design and implement their own versions of the initiative. For example, Burlington has undertaken a number of activities through collaboration with parents and public and private agencies including "Parents as Teachers" monthly home vis-

its, a preschool literacy program, parent support and discussion groups, resource libraries, and a newsletter.

A Greater Number of More Highly Qualified Personnel Are Available to Provide Services

Many challenges remain with our son, but I know that he is getting the opportunity to become as independent as he may be able to be through experiences [in special education]. I am continually grateful for the caring individuals that have worked and are working with [my son]. They are giving [him] his chance as they are giving me hope for his future.

A Nebraska father of a child with disabilities

To meet the needs of all eligible children, states had to rapidly expand the number of programs providing services to preschool children with disabilities. The growth in systems capacity is evidenced by the increased number of preschool special education teachers, from 12,718 in 1987-88 (U.S. Department of Education, 1990) to 17,579 in 1991-92 (U.S. Department of Education, 1994), a 38% increase in 4 years. SEAs have supported this growth by providing preservice and inservice training and by certifying individuals who are seeking to provide preschool special education services. However, shortages persist in the professions working with young children with disabilities and are projected to increase throughout the country, especially in rural and remote areas (Hebbeler, 1994).

Strategies that states have adopted, with the use of Section 619 funds, to increase the number and competence of personnel available to provide preschool special education services include:

North Carolina's regional training activities are subcontracted by the state using 619 funds. Projects offer on-site technical assistance and training for local education agencies and providers across the state.

Illinois has created STARNet, a regional technical assistance system that includes parents on staff. In 1993-94, the system provides informational materials to more than 9,100 individuals serving young children and their families, and hosted approximately 150 inservice training events attended by nearly 10,000 individuals across the state.

Georgia and **Louisiana** have explored personnel development through distance learning strategies. They have worked with institutions of higher education and public broadcasting systems to offer teleconferences on the special needs of children with disabilities.

What Are the Future Challenges?

[Arizona has] made progress in embedding the preschool special education program into the fabric of the school, but much work needs to be done before we can be sure that the quality can be sustained and the commitment maintained when administrators face increased demands on their district's resources.

State Director of Special Education, Arizona

Since its inception in 1986, the Preschool Grants Program has resulted in the assurance of special education and related services to all young children with disabilities. The momentum which has generated many innovative and effective strategies for providing quality services now must be sustained to ensure that these strategies become the norm rather than the exemplar. Leadership and resources are needed at the national, state, and local levels so that all preschool children with disabilities will:

1. Be served in community-based settings;
2. Experience smooth transitions thoughout the service delivery system;
3. Receive high quality services;
4. Be served by personnel qualified to implement preschool special education and related services; and,
5. Have their needs addressed in reform initiatives, including those for education, health, and human services.

Preeminent among the . . . education goals set out by the President last year is the one that relates to ensuring that every child is ready to learn when they start school. The bill we have considered today is one of the major pieces of legislation that is aimed at ensuring the attainment of this goal. . . . It is clear that an investment in early childhood is critical to the prevention of later educational failure.

Representative Major Owens (NY)
102d Congress, 1991, p. H6408

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Appendix 4
History of the Assurance of FAPE

The list below indicates the school year in which states and jurisdictions assured FAPE for all children with disabilities, beginning at 3 years of age except as noted.

1973-1974	Illinois
	Michigan[1]
	Wisconsin
1974-1975	Alaska
	Texas
1975-1976	Iowa[1]
	Virginia[2]
1976-1977	Massachusetts
	Rhode Island
	South Dakota
1977-1978	American Samoa[1]
	Louisiana
	New Hampshire
1978-1979	Maryland[3]
1979-1980	Nebraska[1]
1980-1981	Hawaii
1981-1982	Guam[1]
	Virgin Islands
1983-1984	District of Columbia
	New Jersey
1985-1986	North Dakota
	Puerto Rico[1]
	Washington
1986-1987	Minnesota[1]
1987-1988	Bureau of Indian Affairs[4]
1988-1989	Utah
1989-1990	Idaho
	Palau[1]
1990-1991	Montana
	Nevada
	Northern Mariana Islands[1]
	Wyoming
1991-1992	Alabama
	Arizona
	Arkansas
	California
	Colorado
	Connecticut
	Delaware
	Florida
	Georgia
	Indiana
	Kansas
	Kentucky
	Maine
	Marshall Islands
	Mississippi
	Missouri
	New Mexico
	New York
	North Carolina
	Ohio
	Oklahoma
	Pennsylvania
	South Carolina
	Tennessee
	Vermont
	West Virginia
1992-1993	Oregon
1993-1994	Department of Defense (overseas)
	Federated States of Micronesia[1]

[1] Assures FAPE to all children with disabilities beginning at birth.
[2] Assures FAPE to all children with disabilities beginning at 2 years of age.
[3] Children birth through 2 years served under Part H beginning in 1990.
[4] BIA is no longer responsible for assuring FAPE for preschool children with disabilities.